

Adopt Ed 507.06, previously effective 4-23-05 (Document #8335), and expired 4-23-13, to read as follows:

Ed 507.06 School Counseling Director.

(a) An individual shall have the following entry level education and employment experiences to be certified as a school counseling director:

- (1) Completion of a state board of education approved school counseling program at the master's degree level or higher;
- (2) Current possession of New Hampshire certification as a school counselor; and
- (3) At least 3 years of successful paid and progressively responsible experience in the field of school counseling, with recent leadership experience that encompasses comprehensive knowledge of school operations.

(b) A candidate for certification as a school counseling director shall have the following skills, competencies, and knowledge through a combination of academic and supervised practical experiences:

- (1) The skills, competencies, and knowledge required under Ed 507.07 for a school counselor; and
- (2) Skills, competencies, and knowledge relative to the principles and techniques of effective staff and program management as they relate to school counseling in the areas of:
  - a. Recruitment and selection;
  - b. Assignment and deployment of personnel;
  - c. Supervision;
  - d. Leadership and support;
  - e. Development and implementation of a comprehensive program;
  - f. School equity and civil rights issues;
  - g. Integrated use of technology and information systems;
  - h. State and national laws, rules, policies, and ethical guidelines; and
  - i. Individual and program evaluation.

Adopt Ed 507.07, previously effective 4-23-05 (Document #8335), and expired 4-23-13, to read as follows:

Ed 507.07 School Counselor.

(a) An individual shall have the following entry level requirements to be a certified school counselor:

- (1) Have completed a state board of education approved school counseling collegiate program at the master's degree level or higher; or

(2) Have acquired the competencies, skills, and knowledge of a school counselor through:

- a. Completion of courses related to school counseling at the master's degree level or higher and completion of a counseling internship in a public school setting; or
- b. Experience in comparable positions in school counseling or other master's level or higher professions closely related to school counseling.

(b) A candidate for certification as a school counselor shall have the following skills, competencies, and knowledge in the following areas:

(1) In the area of comprehensive school counseling programs, skills that the candidate demonstrates to:

- a. Align the school counseling program with school district mission and goals;
- b. Design, develop, implement and evaluate a school counseling program based on state and national models;
- c. Include and implement career, academic, and personal-social competencies for student learning;
- d. Integrate the program into a total school curriculum;
- e. Develop and implement a school counseling calendar;
- f. Use data for program design to be responsive to school needs; and
- g. Apply knowledge of state standards to program goals;

(2) In the area of foundations of school counseling, knowledge and skills that include:

- a. Legal and professional standards, including the national American School Counselor Association (ASCA) standards;
- b. ASCA ethical standards including confidentiality in a school setting;
- c. Collaboration, teamwork and supervision and the ability to apply self-awareness;
- d. Basic counseling skills and techniques;
- e. The ability to translate counseling theory into the practice of school counseling;
- f. The ability to apply a knowledge of human growth & development to the school counseling program;
- g. The ability to build a school counseling program that includes the student domains of academic, career, and personal-social; and
- h. Multicultural counseling competencies;

(3) In the area of management of school counseling, the ability to:

- a. Use data to analyze current program needs;
- b. Use technology in school counseling, record-keeping, and student information systems;
- c. Formulate, follow and evaluate student, school, and community needs;
- d. Manage and address the cyclical needs of students, including the cyclical nature of the school year;
- e. Gather data and translate data into understandable reports for others including state, colleges, town, teachers, students, and teams;
- f. Communicate about the counseling program to students, teachers, school boards, administrators, and parents;
- g. Participate in, and or build and implement a counselor evaluation system;
- h. Build leadership skills in self and others; and
- i. Develop and participate in an advisory committee to the school counseling program;

(4) In the area of delivery of the school counseling program, the skills and abilities to:

- a. Develop and implement curriculum that is for all students;
- b. Apply effective short-term individual and group counseling;
- c. Develop and apply crisis prevention and response;
- d. Understand and utilize current research and practices in counseling theories, family systems, human development, and community needs;
- e. Address student needs for college and career readiness knowledge and skills; and
- f. Apply presentation skills and group management; and

(5) In the area of accountability, knowledge, skills, and application in:

- a. Research and assessment;
- b. Scheduling and graduation requirements;
- c. Counselor-to-student ratios;
- d. Data-gathering for accountability;
- e. Advocacy of the role of school counselor;

- f. Advocacy of the school counseling program including the ability to report yearly, to relevant partners, on the effect of the school counseling program on attendance, behavior, and student learning outcomes;
- g. Self-reflection and peer supervision; and
- h. Management of one's own continuing professional development.

Adopt Ed 507.08, previously effective 7-1-06 (Document #8667), and expired 7-1-14, to read as follows:

Ed 507.08 School Psychologist.

(a) The following shall be the entry level requirements for an individual to be certified as school psychologist:

- (1) Completion of any state board of education approved doctoral certificate of advanced graduate study/specialist, or master's level program in school psychology; or
- (2) Meeting both of the following requirements:
  - a. Completion of at least 60 semester hours or the equivalent of graduate study culminating in at least a master's degree, of which at least 54 hours are exclusive of credit for the supervised internship experience as described in b.; and
  - b. Experience in a supervised internship in a general school setting for 1,200 clock hours, full-time over one year or half time over 2 consecutive years in a general school setting, provided that if additional experiences are provided in mental health clinics, psychiatric hospitals, and other institutions for children, such experiences shall not replace the supervised internship in a general school setting for more than 600 of the 1,200 hours.

(b) A candidate for certification as a school psychologist shall have the skills, competencies and knowledge through a combination of academic and supervised practical experiences in the following areas:

- (1) Practices that permeate all aspects of service delivery through:
  - a. Data-based decision making and accountability; and
  - b. Consultation and collaboration;
- (2) Direct and indirect services for children, families and schools which include:
  - a. Student-level services including:
    - 1. Conducting, interpreting, and communicating the findings of assessments of students, including but not limited to their:
      - (i) Intellectual ability;

- (ii) Cognitive processing;
- (iii) Academic achievement;
- (iv) Behavior;
- (v) Social and emotional functioning;
- (vi) Learning environments; and
- (vii) Adaptive functioning;

2. Designing, implementing, monitoring and adapting instructional and behavioral supports and interventions;

3. Creating, implementing and evaluating mental health interventions and direct services to develop social/emotional and life skills;

b. Systems-level services including:

- 1. Interacting effectively in a school setting by understanding systems, roles, curriculum, instruction and assessment to promote socialization, learning, and mental health; and
- 2. Implementing and evaluating school wide practices that promote learning; and

c. Preventative and responsive services including:

- 1. Applying principles of resilience and risk factors in learning and mental health;
- 2. Promoting multi-tiered systems of support; and
- 3. Formulating evidence-based strategies for effective crisis preparation, response, and recovery; and

(3) Foundations of professional school psychological services which include:

- a. Understanding and analyzing the diversity in human development and learning including culture, context and individual differences;
- b. Explaining typical and atypical psychological and educational development in children and youth;
- c. Synthesizing, evaluating and applying theories and models of research, empirical findings, and techniques related to student learning;
- d. Utilizing research design, statistics, measurement, and varied data collection and analysis techniques;
- e. Designing and implementing program evaluation to support evidence-based practices at the

individual, group, and/or systems levels;

f. Integrating the history and foundations of psychology into a professional identity and practice as a school psychologist; and

g. Adhering to ethical, legal and professional standards including:

1. Ethical and professional decision making; and

2. Professional work characteristics and disposition that reflect personal integrity.

Adopt Ed 614.03, previously effective 4-23-05 (Document #8335), expired 4-23-13, to read as follows:

Ed 614.03 Comprehensive School Counseling Programs.

(a) The school counselor preparation program shall provide the candidate with the skills, competencies and knowledge through a combination of academic and supervised practical experience in the following areas:

(1) In the area of comprehensive school counseling programs, skills that the candidate demonstrates to:

a. Align the school counseling program with school district mission and goals;

b. Design, develop, implement and evaluate a school counseling program based on state and national models;

c. Include and implement career, academic, and personal-social competencies for student learning;

d. Integrate the program into a total school curriculum;

e. Develop and implement a school counseling calendar;

f. Use data for program design to be responsive to school needs; and

g. Apply knowledge of state standards to program goals;

(2) In the area of foundations of school counseling, knowledge and skills that include:

a. Legal and professional standards, including the national American School Counselor Association (ASCA) standards;

b. ASCA ethical standards including confidentiality in a school setting;

c. Collaboration, teamwork and supervision and the ability to apply self-awareness;

d. Basic counseling skills and techniques;

e. The ability to translate counseling theory into the practice of school counseling;

- f. The ability to apply a knowledge of human growth & development to the school counseling program;
- g. The ability to build a school counseling program that includes the student domains of academic, career, and personal-social; and
- h. Multicultural counseling competencies;

(3) In the area of management of school counseling, the ability to:

- a. Use data to analyze current program needs;
- b. Use technology in school counseling, record-keeping, and student information systems;
- c. Formulate, follow and evaluate student, school, and community needs;
- d. Manage and address the cyclical needs of students, including the cyclical nature of the school year;
- e. Gather data and translate data into understandable reports for others including state, colleges, town, teachers, students, and teams;
- f. Communicate about the counseling program to students, teachers, school boards, administrators, and parents;
- g. Participate in, and or build and implement a counselor evaluation system;
- h. Build leadership skills in self and others; and
- i. Develop and participate in an advisory committee to the school counseling program;

(4) In the area of delivery of the school counseling program, the skills and abilities to:

- a. Develop and implement curriculum that is for all students;
- b. Apply effective short-term individual and group counseling;
- c. Develop and apply crisis prevention and response;
- d. Understand and utilize current research and practices in counseling theories, family systems, human development, and community needs;
- e. Address student needs for college and career readiness knowledge and skills; and
- f. Apply presentation skills and group management; and

(5) In the area of accountability, knowledge, skills, and application in:

- a. Research and assessment;

- b. Scheduling and graduation requirements;
- c. Counselor-to-student ratios;
- d. Data-gathering for accountability;
- e. Advocacy of the role of school counselor;
- f. Advocacy of the school counseling program including the ability to report yearly, to relevant partners, on the effect of the school counseling program on attendance, behavior, and student learning outcomes;
- g. Self-reflection and peer supervision; and
- h. Management of one's own continuing professional development.

(b) A school counselor preparation program shall be a specialist-level program, consisting of a full-time, or full-time equivalent, coordinated sequence of specifically focused study at the graduate level, culminating in a master's degree. The program shall include at least 42 graduate semester hours or the equivalent, of which at least 36 hours shall be exclusive of credit for the supervised internship experience. The program shall clearly define and measure the outcomes expected of candidates while addressing the competencies in (a) above.

(c) The school counselor preparation program shall require at least 600 total hours of supervised internship experience, inclusive of practicum, of which at least 300 hours shall be direct service clock hours.

(d) An average of 2 hours of school counselor preparation program group supervision/seminar per week shall be provided on a regular schedule throughout the internship, performed by a school counselor preparation program faculty member.

(e) The internship experience, inclusive of practicum, shall occur on-site and shall meet the following requirements:

- (1) Occur in a comprehensive school setting and provide experience inclusive of elementary, middle school, and high school levels;
- (2) Supervision consisting of a minimum of an average of one hour per week of individual or triadic interaction throughout the internship, for the express purpose of reviewing the candidate's skills and professional growth;
- (4) Supervision approved and monitored by the school counselor preparation program;
- (5) Receive support from the school counselor preparation program, including a contract with the internship site that delineates how the following issues will be handled:
  - a. Schedule of appointments;
  - b. Expense reimbursement, if any;



- c. A safe and secure work environment;
  - d. Adequate private office space for counseling;
  - e. Support services consistent with those afforded school guidance counselors; and
  - f. Adequate access to any necessary communications technology and resources; and
- (6) Evaluation including performance-based measures, observation, and evaluation of the skills, competencies, and knowledge described in (a) above.
- (f) The internship shall be supervised by a site supervisor who has:
- (1) At least a master's degree in counseling or a related profession with equivalent qualification, including appropriate certifications or licenses;
  - (2) A minimum of 3 years of professional experience in the area in which the candidate is completing clinical instruction; and
  - (3) Knowledge of the training program's expectations, requirements, and evaluation procedures;

Adopt Ed 614.06, previously effective 7-1-06 (Document #8667), and expired 7-1-14, to read as follows:

Ed 614.06 School Psychologists

- (a) The school psychologist training program shall provide the student with the skills, competencies and knowledge through a combination of academic and supervised practical experiences in the following areas:
- (1) Practices that permeate all aspects of service delivery through:
    - a. Data-based decision making and accountability; and
    - b. Consultation and collaboration;
  - (2) Direct and indirect services for children, families and schools which include:
    - a. Student-level services including:
      - 1. Conducting, interpreting, and communicating the findings of assessments of students, including but not limited to their:
        - (i) Intellectual ability;
        - (ii) Cognitive processing;
        - (iii) Academic achievement;
        - (iv) Behavior;

- (v) Social and emotional functioning;
- (vi) Learning environments; and
- (vii) Adaptive functioning;
- 2. Designing, implementing, monitoring and adapting instructional and behavioral supports and interventions; and
- 3. Creating, implementing and evaluating mental health interventions and direct services to develop social/emotional and life skills;
- b. Systems-level services including:
  - 1. Interacting effectively in a school setting by understanding systems, roles, curriculum, instruction and assessment to promote socialization, learning, and mental health; and
  - 2. Implementing and evaluating school wide practices that promote learning; and
- c. Preventative and responsive services including:
  - 1. Applying principles of resilience and risk factors in learning and mental health;
  - 2. Promoting multi-tiered systems of support; and
  - 3. Formulating evidence-based strategies for effective crisis preparation, response, and recovery; and
- (3) Foundations of professional school psychological services which include:
  - a. Understanding and analyzing the diversity in human development and learning including culture, context and individual differences;
  - b. Explaining typical and atypical psychological and educational development in children and youth;
  - c. Synthesizing, evaluating and applying theories and models of research, empirical findings, and techniques related to student learning;
  - d. Utilizing research design, statistics, measurement, and varied data collection and analysis techniques;
  - e. Designing and implementing program evaluation to support evidence-based practices at the individual, group, and/or systems levels;
  - f. Integrating the history and foundations of psychology into a professional identity and practice as a school psychologist; and
  - g. Adhering to ethical, legal and professional standards including:

1. Ethical and professional decision making; and
2. Professional work characteristics and disposition that reflect personal integrity.

(b) As a specialist-level program, the program shall:

- (1) Consist of a full-time, or its equivalent in part-time, coordinated sequence of specifically focused study at the graduate level, culminating in at least a master's degree; and
- (2) Include at least 60 graduate semester hours, credits, or the equivalent, at least 54 of which are exclusive of credit for the supervised internship experience described in (c) below.

(c) The program of school psychology shall ensure a supervised internship for 1,200 clock hours, full-time over one year or at least half time over 2 consecutive years, in a general school setting. If additional experiences are provided in mental health clinics, psychiatric hospitals, and other institutions for children, such experiences shall not replace the supervised internship in a general school setting for more than 600 of the 1,200 clock hours.

(d) The internship shall meet the following requirements:

- (1) The graduate program and field-based supervisor share a joint collaborative responsibility in assuring a successful internship experience and evaluating the intern's level of competence;
- (2) Field-based supervisors shall observe and guide, when necessary, the intern demonstrating competence in a full range of school psychological services as outlined by the National Association of School Psychologists (NASP) Model for Comprehensive and Integrated School Psychological Services, published by NASP in 2010 as referenced in Appendix II.;
- (3) Internship supervision shall consist of a minimum of 2 hours per week of face-to-face contact with a certified school psychologist with at least 3 years of experience as a school psychologist;
- (4) The internship site and field-based supervisor shall be approved and monitored by the graduate program; and
- (5) The graduate program shall provide appropriate support for the internship experience including:
  - a. A written agreement specifying the period of appointment and any terms of compensation;
  - b. A contract with the internship site that delineates how the following issues shall be addressed:
    1. Scheduling of appointments;
    2. Expense reimbursement;
    3. The provision of a safe and secure work environment; and
    4. Provision of adequate office space and support services consistent with those afforded school psychologists;

- c. Provision for participation in continuing professional development activities;
- d. Release time for internship supervision; and
- e. Commitment to the internship as a diversified learning experience.

## APPENDIX

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 507.06	RSA 186:11, X(a)
Ed 507.07	RSA 186:11, X(a)
Ed 507.08	RSA 21-N:9, II(s)
Ed 614.03	RSA 21-N:9, II(r)
Ed 614.06	RSA 21-N:9, II(r)

## APPENDIX II

Ed 614.06(d)(2)	NASP Principles of Professional Ethics (2010)	Go to <a href="http://www.nasponline.org/standards/ethics">www.nasponline.org/standards/ethics</a> available online on bottom of page in pdf file. National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814 Phone: (301) 657-0270   Toll Free: (866) 331-NASP
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